

Topic: Pentatonic Melodies (Chinese New Year)

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Performing
- Listening
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Dragon Dance Watching the Chinese New Year ‘Story of Nian’, dancing to music traditionally used to celebrate the festival, moving in response to the musical elements: crescendo, tempo and duration.</p> <p>LO: To learn about the music used to celebrate the Chinese New Year festival.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I know the story of Chinese New Year. • I can describe the features of Chinese New Year music using musical terminology, including: crescendo (gradually getting louder), tempo (speed), duration (length), dynamics (volume), timbre (sound). • I can show the features of Chinese New Year music through dance. 	<p>Lesson 2 – Pentatonic Scale Playing the pentatonic scale on a tuned instrument as a class and in pairs.</p> <p>LO: To play a pentatonic melody on a tuned percussion instrument.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play a five-note (pentatonic) scale. • I can play melodies using the five notes of the pentatonic scale. <p>Assessing progress and understanding Pupils with secure understanding indicated by: accurately playing a pentatonic melody. Pupils working at greater depth indicated by: playing several pentatonic melodies accurately, fluently, and with technical control and expression.</p>	<p>Lesson 3 – Letter Notation Creating and playing simple pentatonic melodies.</p> <p>LO: To write and perform a pentatonic melody.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can write a pentatonic melody using letter notation. • I can play my pentatonic melody from letter notation. <p>Assessing progress and understanding Pupils with secure understanding indicated by: accurately notating (with letters) and playing a pentatonic melody. Pupils working at greater depth indicated by: notating and playing a pentatonic melody accurately, fluently, and with technical control and expression; playing someone else’s melody at sight with minimal hesitation.</p>	<p>Lesson 4 – Enter the Dragon Creating a piece of music to tell the Story of Nian using untuned percussion instruments to represent the villagers frightening the dragon away.</p> <p>LO: To perform a group composition.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can understand what layered melodies are. • I can perform a group composition made up of three-layered pentatonic melodies. • I can perform using untuned percussion. <p>Assessing progress and understanding</p>	<p>Lesson 5 – Final Performance Performing pentatonic compositions as a group using tuned and untuned instruments.</p> <p>LO: To perform a piece of music as a group.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can perform a piece of music about Chinese New Year as part of a group. • I can evaluate my own work and the work of my peers. <p>Assessing progress and understanding Pupils with secure understanding indicated by: working as a group to perform a piece of music; playing their instruments accurately and with control. Pupils working at greater depth indicated by: taking a lead role in a group to perform a piece of music; showing understanding of layered melodies.</p>
---	---	--	--	---

<p>Assessing progress and understanding Pupils with secure understanding indicated by: matching their movements to the music; describing why they made their movement choices. Pupils working at greater depth indicated by: using musical terminology to describe their movement choices.</p>			<p>Pupils with secure understanding indicated by playing their part in the composition confidently and in time with other group members. Pupils working at greater depth indicated by: playing their piece accurately, fluently, and with technical control and expression.</p>	
<p><u>Prior learning</u> <i>List year groups and topics with connected learning</i></p>	<p>EYFS Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band Year 1 Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea)</p>		<p>Year 2 Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me) Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains)</p>	
<p><u>Future learning</u> <i>List year groups and topics with connected learning</i></p>	<p>Year 3: Developing Singing Technique and Keeping in Time (Theme: Vikings) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans)</p>		<p>Year 5 Blues Musical Theatre Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>	
<p><u>Key vocabulary to be explicitly taught</u></p>	<p>Accuracy; crescendo; control; composition; dynamics; duration; expression; features; fluency; folk music; glockenspiel; grid notation; harmony; layered melodies; letter notation; melody; musical terminology; notation; notes; octaves; pentatonic melody; pentatonic scale; phrases; scale; tempo; timbre; untuned percussion</p>			

<u>Cross-curricular links</u>	English – Reading Listening to the story of Nian and retelling it. Art and Design Colouring a dragon mask template. Geography Learning about other cultures. PE Performing dances, matching movements to music.
<u>Enrichment</u>	Watch BBC Teach video on Chinese New Year BBC Bitesize: Composing a Melody – video Lightning Jelly Explore Melody
<u>Useful websites/resources</u>	Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday